The Georgian Faculty Review

April

1950

Georgian Faculty Review

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Birth of a University, 1850

G. O. Rothney

On January 1, 1850, the state-sponsored, non-denominational University of Toronto was born. The event occurred in a religious age and Bishop Strachan regarded it as a major defeat for the cause of Christianity. The trouble was that there were different ideas about what constituted true religion. Canadians of a hundred years ago were sure that, fundamentally, all was right with the world. Victoria was on the throne and Britannia ruled the waves. But in Toronto, the Anglican Bishop identified Britannia (as well as God) with the Church of England. As this claim was disputed, it is no wonder that Victorian Canadians devoted so much of their time to religious controversy.

When the state university was created at Toronto, no similar "University of Quebec" was established by Parliament for the French-speaking part of the population. The reason was that the French Canadians all belonged to the same church. The English-speaking population, on the other hand, was divided into a number of denominations, all equally loyal to the Queen and to the existing state. It is in such communities, where no single church can hope to dominate, that religious toleration becomes a necessity, and therefore a virtue. This in turn makes a secular educational system inevitable. But the Church of England in Canada resisted the inevitable for many years, and if Bishop Strachan had had his way, Toronto would have had only a King's College, completely dominated by the Church of England, though financed by the Canadian government, or, failing that, only a Trinity College in which his authority would have been as complete as that of the Roman Catholic Archbishop in the Laval University which actually did emerge at Quebec in 1852. That this did not happen at Toronto, that Ontario's great state University survived all attempts to destroy it, and emerged victorious in the end, was due to the presence, not merely of the Church of Scotland, but also of the Methodists, of Free Presbyterians, and even of Low-Church Anglicans, rather than to any differences between Anglicans and Roman Catholics with regard to the relations which should exist between the church and education.

As far back as 1827, when Dr. Strachan had been merely Archdeacon of York (Toronto), he had gone to London and obtained from a Tory Colonial Secretary a Royal Charter establishing the University of King's College, of which the Anglican Bishop was made Visitor, the Archdeacon of York was made President, and each member of the College Council was required to subscribe to the Church of England's Thirty-nine Articles. It looked as though the King and true religion would be secure.

Unfortunately, however, a Royal Charter can always be superseded by an Act of Parliament. In 1837, when rebellion was in the air, the Tory Legislature of Upper Canada abolished the preferences enjoyed by the Church of England in the University. In spite of the revision of the Charter, however, an attempt was made in various ways to keep up the connection with the church, chiefly by the establishment of a divinity professorship and a chapel

service. Instruction did not actually begin until 1843.

Then in quick succession a series of events occurred which changed the situation. In 1846 a Liberal Government came into power in Britain, with Earl Grey as Colonial Secretary; in 1847 this new administration sent out the Earl of Elgin to be Governor-General of British North America; in 1848 he allowed responsible government to be inaugurated in Canada by the Reform Ministry of LaFontaine and Baldwin; and in 1849 Robert Baldwin, himself an Anglican, used his new power to put through a law which provided that, in 1850, the University of King's College would become a non-sectarian University of Toronto. The object was "to set up one great Institution in the Province where a high educational standard might be maintained and which should give degrees worth having."

In the meantime the Church of Scotland had opened the University of Queen's College at Kingston, and the Methodists had established Victoria College at Cobourg, each with official charters. The Act establishing the Provincial University offered certain advantages, and a certain share in the government of the institution to these colleges if they would "forego their powers of granting degrees other than those in Divinity, and constitute themselves in fact theological seminaries for the members of their respective communions." As early as 1850, Victoria College requested, and of course obtained, from the Canadian Parliament an Act authorizing its removal from Cobourg to Toronto. (The move was not actually made for a good many years.) Queen's, however, has prefered until the present day to remain at Kingston and to retain its complete independence.

In 1850, Bishop Strachan still had hopes that he might wreck the state system by founding a new church university at Toronto which he thought would draw away most of the students. "The most dangerous and spiteful man in U. Canada," as the Governor-General described him, he reported in Westminster that the "enemies of the National Church" had destroyed "what might have been the noblest seminary on the Continent of America," that by an "ungodly act of legislation," Toronto now had "an educational institution in which the voice of prayer and praise can never be heard, and from which the abolition of all religious services, — the acknowledgement of the Deity and belief in the Saviour are excluded," and that this "Godless institution" required "no religious test or qualification whatever from any Scholar, Student or Fellow." He determined, therefore, to found a "Trinity College," under even higher patronage than "King's," "Queen's," or "Victoria" had hitherto enjoyed. The Visitor of Trinity College, needless to say, was to be "the Right Reverend Father in God, John Bishop of the Diocese of Toronto."

Lord Elgin's reply, however, was that "there are grave objections to the multiplication of Academical Institutions having authority to grant Degrees in Arts, in a country where the number of young men who can devote to study the necessary time to qualify them for such degrees, is not large." Robert Baldwin pointed "to the States where Charters are given to all who ask for them and where consequently University degrees are of no value." The Governor-General reported further to Lord Grey that:

The original Royal Charter was most wrongfully obtained by Dr.

> Strachan, and all the mischief has been consequent on this. The determination which our energetic little Bishop has evinced in the face of all local opposition to set up a dominant Church here, and his constant recurrence to England for aid in carrying this object out, have, no doubt, produced in this part of the Province a great amount of sectarian bitterness.

In the face of this kind of opposition, great care was taken to make the University of Toronto look as "godly" as possible. To be its first Chancellor, the Hon. P. B. de Blaquiere, M. L. C., "a Tory and a Church of England man," was chosen. His installation took place at a great ceremony in Toronto City Hall on May 23, 1850 in the presence of the University Visitor, who was now, of course, not the Bishop but the Governor-General. Lord Elgin made the most of this opportunity to rally all God-fearing Canadians to the support of the new state institution. His address was unanimously described by the newspapermen of the day as the greatest oration which they had ever heard.

"When our reporter entered the building, the students of the present 'godless' university, (as the *godly* term it,) but whose training was under the former godly *regime,* were making most unbecoming, ill bred, and ungodly noises, on the right of the inner door. All the officers of the University were in attendance, dressed in their semi-barbarous robes of office." Thus wrote the *North American* (Clear Grit). But when the President introduced the new Chancellor in Latin, Lord Elgin replied "with much ease and fluency" in the same language. Then, in his main address, the Governor-General rose to great heights. With "felicity of expression, grace of utterance, clearness and profundity of thought," he told the people of his age what they wanted to hear. The account in the *Christian Guardian* (Methodist), as reprinted in the *Montreal Witness,* included the following sentences:

> With an earnestness and power that would do honor to any Christian orator, His Excellency declared that any system of Education not to be utterly useless—*nay, not to be worse than useless,* must be based upon religious principles. More than that, religion must be the summit as well as the base, and pervade the whole: it must be the Alpha and the Omega — the first and the last — the beginning and the end. He stated also that by religion, he did not mean that misty, undefinable thing, which might be warped into pantheism on the one hand, or into semi-infidelity on the other. By religion, he meant the religion of the Bible — the religion of the Word of God.

The year was 1850. Victoria was on the throne. God was in his Heaven. The Montreal Y. M. C. A. was about to appear. It was an age of intense religious faith. But the "godless" University of Toronto was successfully launched. It has now survived one hundred years. That survival is a tribute to the statesmanship of Robert Baldwin and the Earl of Elgin. (1)

(1) The material in this article has been obtained from *The Elgin-Grey Papers,* Public Archives of Canada (Ottawa, 1937); and from contemporary newspapers in the Redpath Library, McGill University, Montreal.

Teamwork between Sir George and the World of Commerce

P. T. R. Pugsley

Commercial education can probably be divided into three main segments: on-the-job training by the employer; professional or semi-professional training available through various organizations formed by business men; and commerce education such as that provided to Bachelor of Commerce students at Sir George Williams College.

The purpose of this article is to outline the teamwork between Sir George Williams College and the world of Commerce in the joint task of creating an educated business man.

On-the-job training is still left almost wholly to the employer, though our Evening Division provides an ideal blending of daytime employer training and evening college education. Although in some individual cases day students are blending work and study, the time when this combining of practice and study is provided for all day students on an organized basis is yet far off. The main obstacles are timetable difficulties both on the part of the college which would have to spread the day academic courses over the full year, or over a longer number of academic years; and the employers who would have to be willing to provide part-time jobs for a period of years without overtime, in order to allow adequate time for study.

On the other hand, if training on the job with some financial return could be combined with daytime attendance at college, not only could many more employees afford to take a Bachelor of Commerce degree, but the undoubted physical strain of working all day and studying at nights could thus be reduced, in many cases with immediate benefit to the student and his academic standing and ultimate benefit to his employer.

If it would be possible for the whole Commerce Day Division to switch over to such a plan, after obtaining the guarantee of an adequate number of part-time positions from Montreal employers, perhaps Sir George Williams College could thus become the Canadian pioneer in this field. "Learn while you Earn" might thus become the motto of both day and evening Commerce Divisions.

The close co-ordination which has been built up over the years between the needs of commerce and the courses available at Sir George Williams College can readily be demonstrated.

The business man of today needs, more than ever before, to be able to express himself clearly, both by the written and the spoken word. Those wishing to graduate in commerce must, therefore, take at least three full courses in English, one of which is Public Speaking. If a major in accountancy is desired a course in Report Writing given by a member of the Chartered Institute of Secretaries is also required.

To make sure that the commerce graduate has a reasonably broad view of the world in which he is to operate, the natural science, social science and huma-

nities pandemic courses are a requisite, together with a general course on business organization and industrial management.

Those who give our accountancy courses are all either Chartered Accountants, Certified General Accountants, or Registered Industrial Accountants. Excellent relations exist between the College and these three professional accountancy bodies, and special concessions are given to our Bachelor of Commerce graduates wishing to obtain any of these three professional degrees, with reciprocal concessions given by the College to members of the organizations mentioned who wish to obtain a college degree. A similarly satisfactory arrangement exists with the Chartered Institute of Secretaries, a prominent member of which is in charge of our Company Secretarial Practice course.

Many persons wishing to obtain these professional degrees follow our commerce courses which are closely integrated with the specific needs of the organizations mentioned, obtain the professional degree; and then go on to obtain their Bachelor of Commerce degree.

The importance of economics is also recognized at Sir George Williams by requiring at least three full courses in the combined fields of economics, political science and history, with emphasis on the first mentioned field.

Appropriate courses in mathematics are also required, particularly for those who may be contemplating the actuarial field.

Wherever possible, specific commerce courses are operated in cooperation with the professional body most likely to be interested, and run by a prominent member of that organization.

The commercial law courses are conducted by qualified lawyers.

The transportation and traffic courses are in the charge of prominent members of the Canadian Industrial Traffic League, with the intermediate and advanced courses being planned in co-operation with the Industrial Traffic Study Group of the Montreal Young Men's Board of Trade.

The credit and collections courses are run by a prominent member of the Montreal Chapter of the Canadian Credit Institute.

The investment analysis and corporation finance courses are in the capable hands of a member of the Investment Dealers Association.

The purchasing, and the office management courses are under the guidance of a former council member of both the Montreal Purchasing Association, and the National Office Management Association, both of which organizations provide prizes for leading students in purchasing, and in office management respectively, each year.

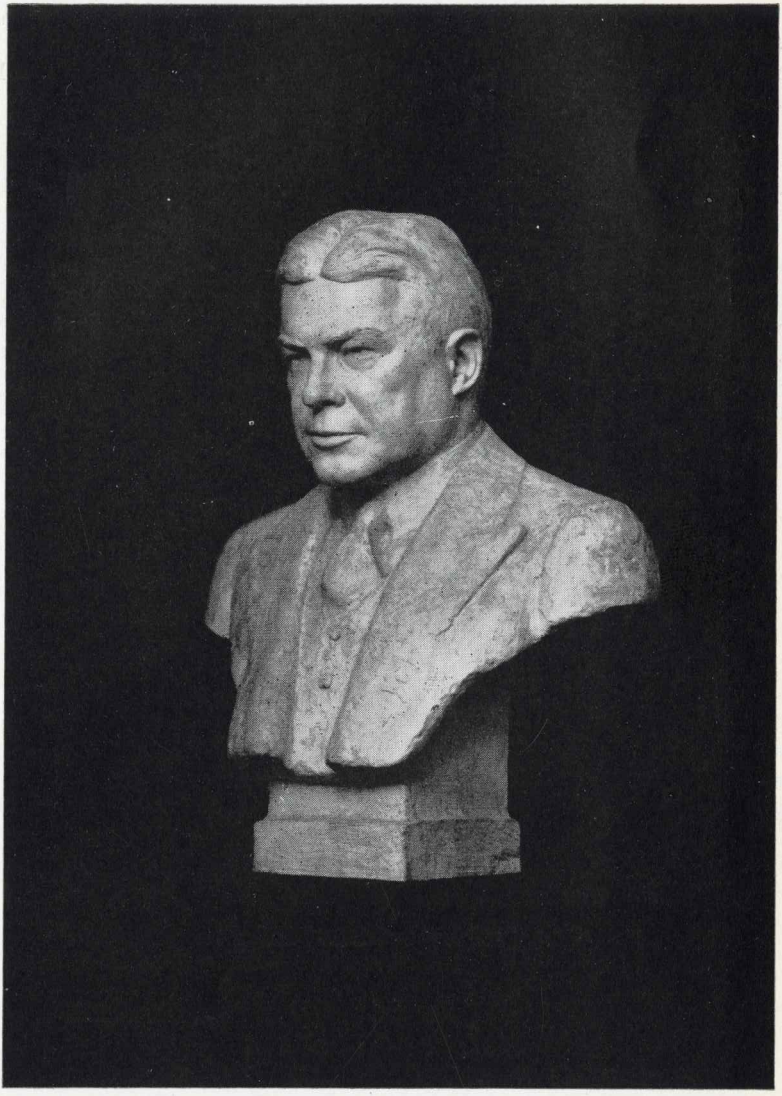
Our supervisory training course is conducted by the Supervisor of Industrial Training for the Province of Quebec: our job analysis and evaluation course by a Past President of the Montreal Chapter of the Society for Advancement of Management: and finally our international trade course has been developed in co-operation with the International Trade Section of the Montreal Board of Trade.

Reciprocal teamwork and co-operation is thus the order of the day between Montreal business and the Commerce Division of Sir George Williams College.

ORSON WHEELER, lecturer in the Humanities Division in Architecture and Sculpture, is an Associate of the Royal Canadian Academy of Arts, member of the Sculptors' Society of Canada and a B. A. of Bishop's College, Lennoxville.

Mr. Wheeler studied in New York, and has exhibited with the Royal Canadian Academy and with the National Academy at New York. His work was shown at the World's Fair in New York and at the Tate Gallery, London, England.

Outstanding among Mr. Wheeler's work are the heads of Sir Edward Beatty (shown on the opposite page) which stands in the Board Room of the C. P. R. at Windsor Station; of Sir Lyman Duff, which stands in the Great Hall of the Supreme Court Building in Ottawa; and of D. Boothroyd, late Professor of History at Bishop's University. A notable piece is his topographical map of the area surrounding Dufferin Heights, Stanstead Country, which was placed in this spot in memory of Colonel and Mrs. B. B. Morrill.



SIR EDWARD BEATTY
BY
ORSON WHEELER

Student, Employer and College

Henry G. Worrell

For the past several years the College has compiled a list of firms and agencies which have one or more employees studying in the College and Schools in the evening division. This has stimulated a considerable interest among the employers in the work of the College and in their employees who are attending classes. Several large Montreal firms, upon receipt of this list, requested the names and units in which their employees were studying. One such firm had at its disposal a special educational fund through which the students were reimbursed for the cost of their courses.

Since the end of the war it has become increasingly evident that, while there is an up-surge of interest to continue education beyond the high school level, the burden of assuming such a financial obligation, however small, is becoming a pressing problem. While it is impossible for the College, with increased costs, to lower the tuition fees, some form of assistance must be made available to students. The College, therefore, offers several scholarships in both the day and evening divisions to help the student continue his education.

Entrance Scholarships have been set up to assist students who are entering the College for the first time. These are awarded on the basis of high school leaving examinations, ability and economic need. Last year the Board of Governors set aside funds for Continuation Scholarships to provide financial assistance to students in both divisions of the College, who, having completed the first academic year, require financial aid to enable them to continue their studies. There are also several other scholarships available, details of which are outlined in the College Announcement.

There is also a working fellowship plan through which students can help themselves by performing designated duties in various labs and offices of the College, and for which they are paid a regular hourly salary. Although the number of students so employed must necessarily be limited, this form of bursary has proved the most satisfactory method of assisting students.

The College, in conjunction with the social agencies, grants a number of bursaries to prospective students recommended by the field workers. That these students may feel as independent as possible they are encouraged to repay whenever and however they may be able, after the completion of their courses. It has also been found that this gives the student a more responsible attitude to his work in the lecture room.

There is a growing list of firms which subsidizes in part, or in full, the tuition fees of their employees. During the current year more than 350 evening students are receiving benefits in this manner. It appears to be the general practice of firms to make small monthly deductions from the salary of their employees. These deductions are based on the total tuition fees incurred during the academic year and are spread out over the entire calendar year. In addition to this list, there are many firms who issue bonuses in the form of educational assistance, but this is usually a direct employer-employee transaction. At the end of each year the College submits, on request, a report of the student's standing to his firm, and, on condition that his work is considered satisfactory, the employee is reimbursed in amounts varying from 15 — 75% of the total fees. One industrial house pays one-quarter of the tuition fees at the beginning of the academic year, makes no deductions from the student's salary, and pays an additional one-quarter to the student at the end of the year, provided that he successfully passes his examinations.

Personnel officers and office managers take a keen interest in the scholastic progress of their employees; and, apart from any financial aid that their firms may give, these officers make it clear that they are interested in promoting those who show, in their struggle to improve their academic standing, that they have that foresight and tenacity of purpose which will make them valuable employees in any business organization.

The College is proud of its close contact with these many firms; proud of the confidence placed in its curriculum, and proud to play a part however small in helping those who are ready and willing to help themselves.

STAFF NEWS

Dr. K. E. Norris attended a meeting of the Conference on the Association Profession (Y.M.C.A.) held at Niagara Falls, Ontario, from March 30th to April 1st, 1950.

Associate Professor D. B. Clarke attended the annual Conference of the Association of Collegiate Registrars at San Francisco, April 17th to 21st inclusive.

The College announces the appointment of Miss Mary Walsh, B. A. (Tor.) B. L. S. (McGill) as an Assistant Librarian, replacing Mrs. Arnold who resigned in December. Miss Walsh comes to Sir George Williams College from the Bank of Montreal Head Office library.

The marriage of Miss Eleanor Eisele, Assistant Librarian, to Mr. Ralph Allan Smith took place in Montreal on Saturday, March 18th. The couple left by plane for Scotland and will visit London, The Hague and Paris before returning to Montreal. We wish Mr. and Mrs. Smith every happiness.

Growing Pains

Margaret Broadhurst

Today our library resources consist of books, periodicals, pamphlets and music records. From 1926—1933 the collection consisted of books only. In 1934 when the Faculties of Arts, Science, and Commerce were formed, a definite buying policy was adopted. The principle governing this policy was that the needs of both the teaching staff and the students should be filled by making available the classics in all the subjects on the College curriculum as well as a selection of the best contemporary publications including pamphlets and periodicals. The 1934 purchases, totalling 435, doubled the number acquired during the previous 8 years. From 1935—1946 an average of 1000 books was added annually. In the last 4 years, purchases have exceeded 2000 volumes per annium.

A comprehensive list of academic journals, as well as those of a more popular nature, has been built up gradually. More than half of the 200 received annually are bound and kept on file for reference: the remainder are kept on file for a limited period only. The pamphlet collection is considered as supplementary material; and, since it quickly becomes obselete, is maintained at approximately 1200 by discarding what is out of dote.

Originally begun as a separate project, the collection of music records which grew out of a series of informal concerts held in the library and classroom, from 1934—37, was augmented when the Stredder Memorial Record library was established. It now consists of over 1400 discs, catalogued, and issued in the library for class use and to individual students.

Housing facilities have kept pace with the development of the resources. The most recent addition was in 1947 when the Reading Room was extended by what is now known as the Ross Memorial Room. This spring, classroom 2B will be added to the library. Part of the room will be used for open stacks which will accommodate 6000 volumes, the remainder will be converted into office space for technical and administrative functions. This work is now performed at widely separated points, — in the office at the end of the Central stacks, at the Circulation Desk, and in the closed stacks across the hall from the main entrance. Co-ordinating this workroom space into one unit so that the flow of work will be continuous is a much needed improvement. Its importance can probably best be exemplified by mentioning briefly some of the duties which are performed behind the scenes and which are closely related. These involve selection of titles to be ordered, the ordering itself, and the checking of invoices, as well as often lengthy correspondence with publishers.

Preparing the book for placing in the library in itself is one of the most important parts of the process. In order to be of maximum use to the reader each book must be so classified that not only may it be found by reference to author or title or general subject matter, but card indexing must indicate its possible values by inserting cards showing several sub-classifications. Many books require as many as a dozen or more cards before they can be considered as fully indexed for reference purposes. In this connection the library makes use of the Library of Congress service which supplies printed sets of such cards for many books; but where these are not available they have to be compiled by the library staff. Few realize the amount of work involved in keeping the card index up-to-date and of maximum value to the reader. Once the book is catalogued it must be given an accession number, pasted with book plates, date slips, pockets and book cards.

Each part of this work is handled by a special member of the staff, the head librarian approves the initial order, and revises the shelflist and processing; the order librarian maintains the order file; the cataloguer records the book; the typist makes out the requisitions and catalogue cards; the assistant cataloguer accessions and files the cards in the catalogue; and the student assistant prepares the book by means of pasting in the necessary identifying labels.

All this means qualified and trained personnel, careful supervision, and a definite policy for acquisition and management. As the library expands it must become not only larger but more carefully organized for maximum use and ready reference.

MORE STAFF NEWS

Dr. J. W. Bridges has been elected Chairman of the Federation of Canadian Artists, Quebec Regional Division.

Associate Professor H. F. Quinn has been elected to the Executive Committee of the Canadian Political Science Association for a two-year term.

Professor Gordon O. Rothney spoke (in French) at the annual dinner of the Institut d'Histoire de l'Amérique française, presided over by Canon Lionel Groulx, Professor Emeritus of Canadian History in Montreal University, held in the Club Canadien, Montreal, on March 25, 1950.

A Faculty Club for Sir George

Donald L. Peets

One ordinarily thinks of a faculty club as a place where members can spend their spare time relaxing according to individual preference. A picture is called to mind of adequate facilities for reading, chess, cards, billiards and similar recreational activities of sedentary individuals. There is probably a dining room as a well as a lounge, with easy chairs arranged in intimate conversational groups, where learned individuals can engage in weighty discussions of the abstract topics that are presumed to occupy the minds of erudite professors. A pretty picture, but considerably overdrawn! The facilities of a faculty club may range anywhere between the above and a room where the harassed professor can enjoy a relatively peaceful five minutes between lectures. Of course, a club is not a place at all, but an association of people with mutual interests. In resident universities, however, the emphasis is placed (quite justifiably) on the facilities provided for leisure time occupations of the faculty members.

Many, or most, of the professors at resident universities spend the major part of their time on the campus. They are in intimate daily contact with their colleagues and meet frequently in sectional seminars or department colloquia. The university functions requiring their attendance are legion. Policy is defined by a board of governors and is implemented from the top by an administrative staff, and problems are resolved through departmental channels. Faculty members are rapidly indoctrinated with the philosophy or spirit of the college and an integrated (although not necessarily harmonious) professorial team is relatively quickly achieved. In such circumstances the prime function of the faculty club is to provide facilities for escape from the academic atmosphere.

In non-resident universities the functions of a faculty club are different, since the opposite conditions obtain. Sir George Williams College is a striking, although not necessarily typical, example of a non-resident university.

About three-quarters of the members of the faculty spend only a few hours each week at the College, devoting this time almost exclusively to meeting classes. Since both day and evening classes are held, many of those who lecture in the day division seldom come in contact with evening division lecturers. In fact, many faculty members have never met a majority of their colleagues. There are only two functions annually when faculty members meet as a group, and both of these are social gatherings. Policy at Sir George is not rigidly defined, and certainly is not imposed from the top administrative levels, but can be appreciated only after long association. The same may be said of Georgian spirit or philosophy. One of the more pleasant aspects of the College, particularly from the viewpoint of a faculty member, is the absence of departmentalization and channels of procedure.

Two main conclusions can be drawn from the information presented. First, there is complete freedom from interference with teaching philosophy, from imposed authority and from arbitrary administrative departmentalization. This is all to the good. Secondly, there is an almost complete lack of any opportunity for close association among faculty members. This means little chance for the exchange of ideas and opinions, or for mutual contribution to the solution of common problems, and this is not so good.

I do not believe that all of the conditions described are common to non-resident universities, since Sir George is a unique institution. But to the extent that they do apply, the primary function of the faculty club at non-resident universities is to foster the academic atmosphere, and the emphasis falls less on the physical facilities of the club than on the association of individuals.

I would like to see a faculty club established at Sir George Williams College in the immediate future. A series of regular meetings could be arranged at which guest speakers would present topics of academic interest, followed by discussion. There should also be frequent social occasions of an informal nature so that staff members might become acquainted. All this can hardly be accomplished with the physical facilities now available.

In addition it would be highly desirable to set apart a space for a faculty lounge or common room. This would inevitably become the casual meeting place of faculty members at odd leisure moments, and much that is desirable could be effortlessly accomplished. Knowledge of policy would be acquired from discussions with the makers of policy rather than through the medium of lists of regulations or memoranda; Georgian philosophy would be assimilated from contact with senior associates; and the experience and opinions of many colleagues would be available in the informal discussion of problems. An integrated (as well as harmonious) professorial team would quickly be achieved without sacrificing those aspects of informal administration which we, as faculty members, now find so pleasant.

Audio-Visual Material

J. W. Brunt

An article by Professor H. H. Potter in the April, 1948 issue of the Georgian Faculty Review entitled "Why Not Use Films?" emphasized the necessity of previewing films, and listed some factors that discouraged their use by college instructors. However, in spite of drawbacks and deficiencies, the college at present can provide much more audio-visual material than instructors are demanding, and is prepared to increase the supply as needed. While there are difficulties, they can usually be overcome by such methods as changing to more suitable classrooms, suggesting substitutes for films ordered, and consulting the pamphlet "Audio-Visual Material" in the "Visual Material" files in the Faculty Room for more specific information. It is hoped that the notes here offered will encourage their further use by indicating the facilities the college possesses — and they are many.

Apparatus available includes two 16 mm movie sound-projectors, two kodascope projectors for slides, three delineascopes for slides, pictures or books, one Spencer film slide machine, two table viewers for art slides, two phonographs, and one Brush tape recorder. There are three wall screens and two portable screens. In the Registrar's office is a collection of 500 prints of famous paintings and 1000 film slides — all on art subjects. In the High School office are about 100 filmstrips and one 16 mm soundfilm, "The Electron". The College Library has a large collection of records, some of which can be profitably used in English classes, and all of which are catalogued. The college also has many wall maps, which are supposed to be kept in the Faculty Room.

How can films be ordered? As suggested in the previous article, the only effective procedure is to preview all films. Sources are numerous and can be located in the catalogues.

A few of these catalogues are:

1. National Film Society of Canada. This organization has a complete list of all films available in Canada. It rents only those films which cannot be obtained locally.

2. The National Film Board produces but does not rent films.

3. The best general source locally is Benograph (Associated Screen News), which rents films for $2.00 a day up.

4. The Film Department of the Montreal Civic Library, 1215 Sherbrooke St. East (Ho 2551) — no catalogue: charges a nominal fee of 25 cents a film. Films must be collected and returned by the borrower.

5. The same rate applies to the Service Cine-Photographie, 1265 St. Denis St. (Ha 6181 — Local 45) — no catalogue. This is a branch of the Provincial Film Library.

6. Science instructors will find useful material in the catalogues of the Bell Telephone Company, the Canadian General Electric Company, the Aluminum Company of Canada, the International Nickel Company, the Shawinigan Water and Power Company, Arrow Films, General Films, etc.

Films are requisitioned directly by instructors or through the High School office. This should be done well in advance of the proposed dates of showing. Arrangements to get operators and suitable rooms have to be made. The filmstrips can be obtained at any time from the High School office; the portable phonograph, tape recorder and art slides are in the Registrar's office. Please note that although films can be collected and returned when required, this service is not always available and instructors are asked to arrange for this if possible.

How are the machines operated? The movie projectors should be operated only by competent persons, who can be engaged through the High School office. Early booking is advisable, especially for evening classes. A few machines, such as the tape recorder and the film slide machine, can be operated easily after a few demonstrations.

What material is suitable? Most films are at the high school level and there is a dearth of films on English and history, but there are numerous excellent films on biology, chemistry and physics and some on the social sciences. There are some filmstrips dealing with college accountancy. Films, filmstrips and records that may be useful are listed in a pamphlet obtainable at the High School office.

Black and white films cost about $50.00 each, and colored films $75.00 or more, while they can be rented at $2.00 to $3.00 a day, so that it does not seem worthwhile to buy films that will be shown only a few times a year. On the other hand, a library of frequently-used films would ensure their availability when needed. It is often impossible to borrow a certain film for a specific date. But while we are waiting for the new college building with its specially designed projector and store rooms and an adequate library, we can make much more use of what we have.

"HAULING THE NETS"
BY
JAMES McCORKINDALE

JAMES McCORKINDALE, lecturer in the Fine Arts is a graduate of the Glasgow School of Art. He has established a reputation in Montreal as a painter in both fine and applied art, etc. Among the honours and awards won by Mr. McCorkindale at the Glasgow School were: scholarship, and the Sir Francis Powell prize for lanscape painting in oil. He has done decorative art work for the C. P. R. at Lucerne-in-Quebec, and murals for theaters in Montreal, Toronto, St. John and Halifax.

Mr. McCorkindale, who exhibits regularly at the Montreal Museum of Fine Arts spring exhibition, and has been accepted in the Royal Academy Exhibition in Montreal etc., is particularly noted for his pictures of the Maritimes and New England coast.

He has been head of our Art School since 1934.

French-English Relationships in Canada

Harold H. Potter

(The first part of this article appeared in the January 1950 issue of this Review.)

The essentials of French-Canadian culture are love of the soil, loyalty to the Roman Catholic religion, loyalty to family, loyalty to language, and the formal training of individuals to accept Nature as it is. Opposed to this culture is the culture of the Anglo-American businessman (usually Protestant), based on what Professor Lower calls "an ethic of material success." This latter culture emphasizes " personal greed as a way of life"; its members are trained to master Nature by attack rather than by submission.

5. CONTACT OF CULTURES

The varieties of adjustment that take place between these two cultures can be illustrated by describing three types of intercultural situation.

First there is the community where each group has a position and function that is mutually satisfactory, each retaining its own values and customs and ignoring those of the other. This happens frequently in small communities where a few non-French people build summer cottages. The latter bring wealth into the community without noticeable disturbance, and the local inhabitants conveniently supply whatever labour the summer residents need. Except for this economic co-operation, their lives scarcely intrude on each other.

The second type appears in regions where there is no more land for settlement and the younger generation have no opportunities for employment. The establishment of a shoe factory or a textile factory is a welcome event. The young people have clothes and money that they never had before; large families prosper for a time; the church's problems change their nature; and the English managers, driving their cars and golfing in the newer parts of town, support their own Protestant church, send their children to schools in big cities, and never speak anything but their own language.

The third type of intercultural situation is found in larger urban communities where members of the two groups may be observed mingling freely and where mutual concessions may be noted. The French middle-class or lower-class worker punches a clock and learns to budget his finances, to limit the number of family members, and to buy a car instead of a small farm; but the also attends early mass faithfully; the English managerial class recognizes his religious holidays and supports his political leaders. The office of mayor may be filled by alternating French and English incumbents. On the surface, there is co-operation rather than conflict between the two culture groups.

Canadian novelists, as well as social scientists such as Miner and Hughes, have well described the confusion and distress which result from the meeting of French-Canadian and Anglo-American cultures. It is sufficient to refer in general terms to involuntary unemployment, the development of organized crime, the increased incidence of mental illness, the increased number of deliberately limited families, the incidence of family distress, and the struggle

of metropolitan parishes to meet the social problems which threaten to overwhelm them.

6. RE-ORGANIZATION OF INSTITUTIONS

Faced with these problems, the French Canadian in Quebec may choose one of four plans of action: 1) withdrawal from contact with Anglo-American culture; 2) direct hostile attack on the offending culture; 3) hostile attack on a third culture group; 4) a conscious effort to acquire those attitudes and techniques which will permit peaceful competition with the dominant culture, on equal terms.

For reasons outlined in earlier remarks, withdrawal is almost an impossibility. French-Canadians cannot return to or remain on the land in increasing numbers without reducing their standard of living. Even if they were prepared to do so, there is no guarantee that Anglo-American urbanites, seeking a labour supply, or curious about a different way of life, would not pursue them into the countryside.

Hostile verbal attack is employed in the political field as an instrument for enhancing the power and influence of the attacking party; it is employed as a political device to force concessions in various gainful occupations; it functions as a cathartic mechanism for those who are bitterly confused and frustrated and are thinking not in terms of jobs and political power but in terms of racial purity and racial traditions.

With regard to the third plan of action, we recognize that to blame some unoffending party for one's misfortunes when these seem incapable of solution by rational action is an ancient method of relieving individual and collective anxiety. Social theorists explain anti-Semitic movements in this way.

The fourth alternative, peaceful competition, seems to be the method now being adopted on a large scale by French-Canadian intellectuals as well as by politicians and businessmen. The hope is to avoid defeat by employing the opponent's own weapons against him. In this regard the French are among the favoured minority groups of the world, in that the Dominion's constitution guarantees them a large measure of self-direction, and thus enables them to acquire the weapons they wish to employ.

Within the last decade there have been signs that French-Canadians in future will rely less on withdrawal and verbal hostilities as measures of self-preservation, and more on adoption of the techniques and attitudes of their English-speaking compatriots, in order to compete with the latter on equal terms.

For example, at a symposium held in 1947 at the University of Montreal, (6) it was pointed out that in the early 1940's there were 1320 mathematicians and physicists in Canada, of whom 25 were French-Canadian; there were four or five thousand chemists, six per sent of them French-Canadian; and there were 2738 geologists and mining engineers, two per cent of them French-Canadian, and all of these latter employed in Quebec province, where they formed eight per cent of their professional class.

It is less than 30 years since faculties of science were added to Laval University and the University of Montreal, and these additions apparently were

(6) L'Ecole de Pedagogie et d'Orientation de l'Université Laval: Document no. 4 de Pedagogie et d'Orientation, "La Situation des Canadiens-Français dans les Carrières Scientifiques", Quebec, 1948.

a response to conditions revealed or created by the first world war. Higher instruction in physics has been given in Laval since 1941 and in the University of Montreal since 1946. It appears that these universities are now developing faculties of the social sciences whose graduates not only will be the equal of others in their technical training but by their continuing Catholic faith will be uniquely prepared to study and direct the social development of this province.

In 1945 Ottawa University, officially a bilingual institution, established a Faculty of Medicine. The Faculty of Applied Science was opened in 1946. The School of Political Science has been functioning there since 1936. In November and December, 1948, *Le Devoir* in Montreal carried a series of articles written by Pierre Vigeant, who charged that although French Catholics gave 90 per cent of the money subscribed when the University campaigned for funds, most of the instruction given in the institution is in the English tongue. He said that arts courses are grouped in two sections, one English and the other French. In the first, all instruction is given in English; in the French section, half the instruction is given in French, and the remainder — mathematics and science courses — in English. He claimed that in the Faculty of Medicine non-French professors outnumber French professors 34 to 30, French-language texts are outnumbered 43 to 8, and French-speaking students are a minority both among the general student body and in the students' "Aesculapian Society". He said that in the Faculty of Applied Science all courses involving real science are given in English; and in the School of Political Science since 1945 most of the French professors have been asked to give their courses in English, and efforts now are being made to recruit new teaching personnel from among English-speaking people.

Alexandre Boudreau, appointed to the Civil Service Commission in December 1948 declared soon afterward that he seriously would attempt to restore a "fair" representation of French-Canadians in civil service appointments, which representation has been greatly reduced in the past 30 years; but he explained that the old conception of such appointments as sinecures which permit much time to be spent in *les belles lettres* and other gracious pursuits, would have to go; candidates must possess other attainments in addition to their usual classical training; Quebec's universities must provide new courses relating to civil service administration; and finally, middle-class French-Canadians must overcome their horror of leaving home and of travelling and residing among groups not French in language nor Catholic in religion.

7. GENERAL EFFECTS OF WORLD WARS

This is an outline of social change in modern Quebec as a sociologist sees it, emphasizing its effects upon the most numerous group of the proviice.

In conclusion, one may note that every national crisis, such as the two world wars, presents Quebec with two special challenges: first, the province is required to relinquish temporarily much of its autonomy during the national emergency; second, French-Canadians are siphoned into urban manufacturing centres as war industries rapidly expand, and in those centres many of them are converted to Anglo-American culture.

It should be noted also, that many people interpret the anti-Semitic movements of some sections of the populace as a form of hostility deflected from powerful British capitalists to powerless Jewish entrepreneurs; but it appears that today the hostility of some French Canadians against British capital and management represents actually a fear of American industrial methods and a fear of the cultural change which must inevitably follow.

Beating the Rental Increase

Edna Vowles

A sad but (mostly) true story.

Miss B. was addicted to the type of literature describing the experiences of young couples who forsake the dirty, unhealthy city to find happiness in unspoiled country. They are able to build themselves a home in the wilderness with simple tools and no experience; and there with a wood stove, oil lamps, and a few books on gardening, farming and medicine are able to lead a delightful existence, revelling in nature's beauties, and enjoying adventures laughable in retrospect.

Miss B. decided that, while such fortitude was beyond her, there was something in the idea, and forthwith set out to buy a small house. It must be in the country but near the town, near the lake but close to the highway, quiet, yet not too remote from civilization, small, but not poky. And in any case it must not be that unaesthetic atrocity, a new house in a row of new houses. Months passed and Mr. Abbott decreed another rent increase. The time — thought Miss B. — had arrived. The Bank manager said "Don't". The real estate friend said "Don't". Miss B. went blithely on, supported by lake-shore dwelling friends who said "You'll never regret it."

The sweet little house sat in a row of similar sweet little houses, the "road" to it a sea of clayey mud. "The road will be made up in the Spring" said the builder, and having done his part left for Europe to spend some of his profits. Miss B. brooded for days, then leapt to her feet and phoned the foreman. "Je veux acheter la maison que j'ai vue la semaine derniere" she said breathlessly. "Je l'ai gardée pour vous", replied the foreman who spoke no English. On the second visit to the house the "road" had completely disappeared under a lake, due to torrential and unseasonable rain; and on the third visit a westerly gale swept uninterrupted across the fields, chilling to the bone.

Next came a small matter of finance. Miss B. spent some time wandering round the financial district, having incorrectly heard an address over the phone, and not knowing exactly what she was looking for. She was told that, as she was a member of the female sex, it was likely her application would be refused, and went home with visions of sitting on a sidewalk with her goods around her, since she had given notice to her landlord.

This hurdle passed, came a visit to a notary to sign the deed. Here it was found that the builder had incorrectly stated the price, and that the whole business of the loan must be started again unless the price remained as stated. A suggestion that a cheque be tendered on the spot from buyer to vendor was sternly vetoed by the notary as dishonest procedure. The deed was finally signed; and foreman and buyer parted on the understanding that moving day would be a week hence.

Miss B. spent an agonising morning in an electrical shop, gazing wildly at the ceiling, and trying to remember the electrical fixtures in her friends' houses but failing miserably. She discussed oil burners, stoves, frigidaires, slip covers, paint, blinds, and floor sanding with various salesmen, all intent on the pleasant prospect of separating the novice from her hard earned savings.

Moving day, and a happy crew with a van arrived. The sinking of the back wheel to the top in a puddle covered with thin ice, merely provoked more merriment, and it was almost in hysterics that the movers, drenched in muddy water, managed to bring in the furniture. A broken mirror and a few smashed chairs were a small price to pay for such good humour.

Happy to find the house warm, Miss B. was surprised and dismayed to find nothing in the bathroom except a rail for a shower curtain; no water in the house; the electric stove still in its wrappings on the middle of the kitchen floor, and the house full of workmen. The plumber appeared, "No" he said "you can't have your water in today, the pipe is down the road somewhere, I don't know where." The kind friend who had driven Miss B. out, made handsome offers of refuge for the night, but the pioneering Miss B. said "No." About this time the house became suspiciously cold, and when the furnace failed to start, the friend left with instructions to phone for service. The stove was installed, but in quite the wrong place, according to the foreman. Borrowing a few pails of water from a neighbour Miss B., huddled in a heavy coat, set about existing for the first night in her new home. It seemed that the workmen, either from malice aforethought or some other reason, had turned off the oil feed to the furnace. A second call for help went out next day, after Miss B. had spent a chilly night wrapped in all the clothes she had unpacked, and had come down at dawn to find the thermometer registering 40°. This visit disclosed the fact that the thermostat was defective and must be replaced. A thermostat is a very sensitive instrument, and does not like banging in the house, or, as Miss B. believes, the smell of green paint. It fails to function when upset by these things.

The snow came, feet of it. There is probably no better exercise than shovelling snow with a dustpan before wading through drifts on an unploughed road, to stand on a windy highway waiting for an eight o'clock bus. The lid of the garbage can was buried in the snow but it only took the dogs in the neighbourhood two minutes to smell out the garbage can and overturn it. The delivery boys, eager to serve at first, cooled off after one experience of digging themselves out of ruts, and their appearances thereafter were fitful. The baker however, was faithful, until one fateful day when the painter from next door came in and said, "Are you expecting the baker today?" "Yes. he'll be here presently." "Oh no he won't", said the painter, "he just got killed on the highway. The train from Vancouver hit his truck."

The amateur painters spent their spare time covering clothes, furniture, floors with fine, white, sanding dust, their cigarette butts and splashes of paint falling wherever they might, the sinks and bathroom full of painting messes. Shade cards are one thing, but the colour the walls take on is something else again, decided Miss B., and winced every time she saw her so called "smoke rose" dining room a bright and hideous pink.

And now, as Miss B. lies in her bed, which tilts slightly (the movers lost a caster), the "peace" of the countryside punctuated by the thunder of trains of two main lines passing through the living room, the drone of planes warming up for a take off, the roar of the oil burner, the barking of the six dogs in a neighbouring house and the banshee wail of the weather stripping on the front door set in motion by the westerly gale, she thinks happily to herself: "Never mind, when I am eighty-five I shall own the house, and can live in it rent free for the rest of my life."

CALENDAR

1950

Tuesday, May 30.	Convocation
Tuesday, June 6.	Summer Term begins in the Evening Division
Saturday, July 1.	Dominion Day
Tuesday, August 1.	Last day for receiving applications for supplemental examinations
Monday, September 4.	Labour Day. No Lectures
Tuesday, September 5.	Registration commences for all students in the Day Division
Tuesday, September 5.	Summer Term final examinations begin
Monday. September 11.	Priority Registration commences for former students in the Evening Division.
Monday, September 18	Registration commences for new students in the Evening Division. Open Registration for all students.
Saturday, September 30.	Official Registration closes. Late Registration fee is charged for all registrations after this date.
Monday, October 2.	First term begins in Day and Evening Divisions.
Wednesday, October 11.	Founder's Day.
October.	Thanksgiving Day. No lectures.
Saturday, November 11.	Remembrance Day. No lectures.
Friday, December 15.	Last day of classes before Christmas vacation, Evening Division.
Saturday, December 16	Last day of classes before Christmas vacation, Day Division.

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of the Montreal Y.M.C.A.

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